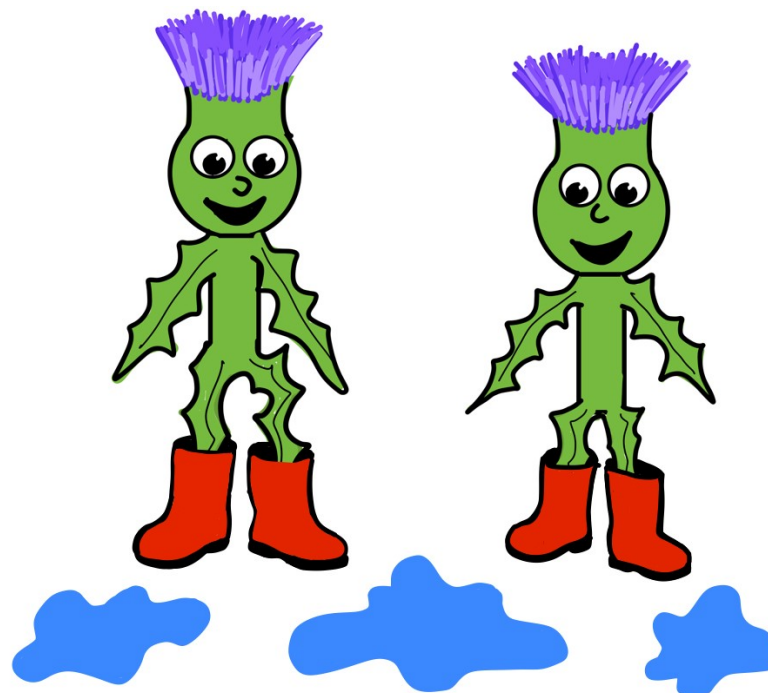


Glasgow Outdoors: Literacy for ALL



Writing - Early Level



Glasgow Outdoors: Literacy for ALL

Welcome to Glasgow Outdoors: Literacy for ALL. This resource has been created to support the learning and teaching of literacy outdoors and is comprised of suggested experiences and interactions linked to the Literacy and English organisers, in line with the CfE Experiences and Outcomes.

This resource has been designed to be used alongside the Literacy for ALL Framework. The boxes within each organiser have been bundled with complimentary boxes for the purpose of this resource only.

This is only one example of how these boxes may be bundled. Each bundle will have around three outdoor learning experiences per bundle. As with all Literacy for ALL materials, please note that guidance on experiences, interactions and resources are not exhaustive. Practitioners should adapt and develop the learning experiences to best support the learners within their setting.

This resource currently includes writing experiences for Early Level Tracker 1. Reading experiences are also available via the LEL Blog and Listening and Talking will be launched at a later date.

Also contained within this resource are supporting guidance notes detailing information about literacy strategies and approaches suggested within the experiences. These can be found on slides 26-33.

We would like to acknowledge contributions from the Leaders of Early Learning and Lead Practitioners of Attainment working across the city.

Next slide



Why Glasgow Outdoors?

Within Scotland, children's right to daily opportunities for outdoor play is enshrined in national policy and guidance e.g.

- *Curriculum for Excellence Through Outdoor Learning* – “All staff at every level of involvement with the education of children and young people have a responsibility to make the most of the outdoor environment to support the delivery of the experiences and outcomes of Curriculum for Excellence.”
- *Health and Social Care Standards* – “As a child, I play outdoors every day and regularly explore a natural environment” (HSCS 1.32).
- *Learning for Sustainability Action Plan* – “All learners should have an entitlement to Learning for Sustainability.”

Benefits of taking learning outdoors:

- Rich stimulus for creativity, enquiry and problem solving
- Improved mental, emotional and physical health
- Development of language and communication skills
- Application of literacy and numeracy in meaningful contexts
- Instils a connectedness with, and appreciation of nature

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Next slide



Why Glasgow Outdoors?

Risk-benefit analysis - COVID-19:

This resource has been created considering research evidence that suggests:

“...outdoor environments can limit transmission, as well as more easily allow for appropriate physical distancing between children.”

[Scottish Government; 21/08/20. Coronavirus \(COVID-19\): guidance on reopening early learning and childcare services](#)

*****Please ensure you remain up to date with current COVID-19 guidance and follow your setting's individual risk assessment when engaging with this resource.*****

Care Inspectorate statement on risk in play

“The Care Inspectorate supports care service providers taking a positive approach to risk in order to achieve the best outcomes for children. This means moving away from a traditional deficit model that takes a risk-averse approach, which can unnecessarily restrict children's experiences... to a more holistic risk-benefit model”.

[30 October 2015, cited in My World Outdoors, p.18](#)

Next slide

Navigate to
home slide

Early Level Tracker 1

Early Level Tracker 1

Organiser

Click the link
to take you
to the
experiences
for that
bundle
within the
organiser

Reading

Enjoyment & Choice LIT 0-01a LIT 0-11a LIT 0-20a LIT 0-01b	Become increasingly aware that there are different types of texts e.g. stories, non fiction A		With support, start to select texts that can be explored for enjoyment A		With support, discuss a story through illustrations and share likes and dislikes B		Begin to develop vocabulary through listening to and exploring different text forms C		Be supported to select appropriate texts within collaborative and play contexts A		Enjoy exploring and reciting nursery rhymes, songs or chants D		Generate a short string of rhyming words (can be nonsense rhymes) D	
	Enjoy exploring, identifying and generating rhyme using familiar words e.g. own name D		Enjoy exploring the rhythm of language and listening to stories read aloud by reading role model E		Interact with predictable, patterned texts through repetition of rhyme, refrain and identify deliberate mistakes E		Begin to keep a steady beat along with familiar songs and rhymes F		Begin to develop confidence to clap out syllables in own name and familiar 1-3 syllable words F		Begin to develop confidence with book handling skills e.g. holding book correctly G		Begin to become aware that print conveys meaning G	
Tools for Reading ENG 0-12a LIT 0-13a LIT 0-21a	Can recognise own name and some other familiar words as appropriate A		With support can aurally identify most familiar initial sounds starting with own name and friends' names B		With support begin to generate some words with same initial sound B		Begin to recognise the difference between a letter and a word C							
	Begin to use knowledge of sounds, patterns and word shapes to recognise some words and some sounds within words B				Begin to use context clues such as illustrations to support understanding of stories. C		Begin to be aware of some basic punctuation when sharing a story C							
Understanding Analysing and Evaluating LIT 0-07a ENG 0-17a LIT 0-16a LIT 0-19a	Explore and discuss features such as title, author, blurb, illustrator and pictures A				Discuss the basic differences between fiction and non fiction and begin to develop understanding B		With support, use what is known already about subject and text type to help understanding B		Ask and answer simple open ended questions about events and ideas in a text C					
	Use knowledge of familiar patterns and answer questions to help predict what will happen next B		Shares thoughts and feeling about stories and other texts during and after reading C		Contribute to discussion about events, characters and ideas relevant to the text and begin to make some links with own experiences and other texts C		Retell familiar stories in different way e.g. role play, puppets and drawings C							
Finding & Using Information LIT 0-14a	Identify some familiar print from environment A		Begin to show an awareness of features of fiction and non fiction texts when choosing texts for a particular purpose B		With support, find information in a text to learn new things B		Begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction texts C		Retell some key events from a familiar story D					

Next slide



Organiser

Navigate to other
experiences within
that bundleNavigate to
home slideBundle covered by
the experience is
highlighted in yellowExperience code
referenced on
tracker pageInformation
explaining why
this concept/skill
is important in
early literacy
developmentAim of experience
and guidance to
deliver suggested
experience and
interactions

Glasgow's Learning for Sustainability

Glasgow's Improvement Challenge - Leaders of Early Learning
Literacy For All. Taking Learning Outdoors – Literacy Early Tracker 1

Enjoyment & Choice LIT 0-1a LIT 0-11a LIT 0-20a	Have opportunities to write, inspired by what they have listened to, watched or read	Explore a variety of writing materials for purposeful mark making	Develop mark making in different contexts and share what they have created	Begin to explore creating texts in meaningful contexts through play based and outdoor learning	Begin to explore imitating writing letters and words and use the print in their environment as a stimulus	Begin to develop pride and confidence in writing own name
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E&C C1

Writing Your Name Outdoors

One of the first words children can often write is their own name. Young children will usually recognise the first letter of their name, they might notice and point to the first letter in other places such as; signs in the garden/local environment or in books. As children develop their writing skills they will begin to make symbols and marks which begin to look a bit more like letters. At this stage children are beginning to show their understanding that writing has meaning and purpose.

Aim: To begin to develop confidence in writing their own name.

Suggested Experience and Interactions:

- Provide children's name cards to copy if required, these could be laminated and displayed on keyrings so that they are easily accessible. Allow for plenty of discussion around writing names, describing their similarities and differences e.g.,
"You have tall letters in your name and I don't."
"You have 3 small letters in your name and look this letter has a tail."
 - Try to incorporate some real life reasons for children to write their name outdoors such as; on a list for a turn of the bikes or to register they are in the outdoor space. You could also draw children's attention to their name labels written on their coat hooks, bags, folders etc. and support them to create their own labels.
 - Other opportunities include children:
 - Writing name using various mark making materials e.g., twigs, feathers, pinecones, brushes etc.
 - Writing name in sand/mud – compare the marks made with various sized tools
 - Writing name in chalk on ground/walls/chalk boards/wooden planks
 - Using water to 'paint' names on a fence, wall or ground
 - Using a large sheet of paper and natural elements such as mud to write names
- "I wonder what tools you used here?" "Why have you written your name on this list?"*
"Can you tell me about the letters you have written?" "I wonder how you made this mark?"

Suggested literacy strategies & approaches

- Observing, waiting and listening
- Extending conversations
- Shooting for the SSTARS

Other literacy opportunities:

- Print carries meaning
- Vocabulary development

Resources

- Mark making materials
- Sand/mud
- Contact paper/chalkboard
- iPad/camera

Suggested
literacy
strategies and
approachesConcepts
explored from
other Literacy
organisersSuggested
resourcesClick to access
additional
resources
(not on slides
with photos)

Next slide



Differentiation

Knowledge and experience of working with children in early years has been used to create this resource. However, the planners are intended as a starting point and are in no way exhaustive. This resource should be adapted to meet the needs of the children in each setting. There are many ways these planners can be differentiated.

What is meant by differentiated learning?

Differentiated learning is not a single approach, but includes a number of elements involving adapting learning, teaching and assessment to meet individual children's needs. By differentiating learning, practitioners develop multiple starting points and pathways which are tailored to children's individual learning needs.

Adapted from "A Knowledge Into Action resource for practitioners and education staff differentiated learning in numeracy and mathematics" (2015)

The main ways this can be achieved is by considering the following four aspects of learning; **Content, Process, Product** and **Learning Environment**.

Looking further at these four concepts some examples of way the resource can be differentiated are:

- **Content** - variety of learning materials to support learning, contexts to meet child's interest, relevant to their world around them
- **Process** - provision of different starting points, child led, altering the intended outcome and success criteria in reference to tracker, effective interactions with practitioners
- **Product** - use a variety of questions to ascertain understanding, choice of how to present findings for children
- **Learning Environment** - well planned and organised resources within a safe outdoor space

Assessment

Assessment is a vital component of differentiated learning as this allows us to build on prior learning and plan for next steps. This resource is aligned with the Literacy for ALL framework and should be used in conjunction with each other.

In some of the experiences and interactions suggestions of challenge are presented. Practitioners are expected to offer elements of challenge or support to these activities with consideration of knowledge of the whole child in their care.

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Next slide

Literacy for All Early Level Tracker 1

Click on a box below to take you to the associated tracker page.

Reading

This section currently features experiences for each organiser.
[CLICK HERE](#) to access resource.

Writing

This section currently features experiences for each organiser.
[CLICK HERE](#) to access experiences.

Listening and Talking

Coming soon...

Suggested literacy strategies and approaches

[CLICK HERE](#) to access supporting guidance for the literacy strategies and approaches used within this resource.

Early Level Tracker 1

Enjoyment & Choice LIT 0-1a LIT 0-11a LIT 0-20a	Have opportunities to write, inspired by what they have listened to, watched or read A1	Explore a variety of writing materials for purposeful mark making A1	Develop mark making in different contexts and share what they have created A1	Begin to explore creating texts in meaningful contexts through play based and outdoor learning B1	Begin to explore imitating writing letters and words and use the print in their environment as a stimulus C1	Begin to develop pride and confidence in writing own name C1	
Tools for Writing ENG 0-12a LIT 0- 13a LIT 0-21a/b	Begin to be aware that words and writing go in a left to right direction A1	Begin to be aware that words are made up of letters A1	Use a variety of tools to mark make e.g. sticks and fingers in the sand B1	Begin to explore writing letters A1	With adult scaffolding participate in collaborative writing activities C1	Develop gross and fine motor skills and pencil control D1-2	Use own drawings to retell a story and show their knowledge of a text E1
Organising and Using Information LIT 0-26a	With support, plan by thinking about, verbalising, acting out and/or drawing what they want to write about A1	Convey ideas through play to show understanding of real life purposes for writing e.g. shopping lists B1	Begin to share feelings and opinions on stories and illustrations A1	Begin to use signs and labels from the environment in own texts and drawings C1	Contribute to a collaborative piece of writing A1		
Creating Texts LIT 0-9a ENG 0-31a	Begin to invent own stories and characters and share these ideas with others through mark making and talk A1	Begin to describe characters and explain likes and dislikes using appropriate vocabulary B1	Begin to describe settings and explain likes and dislikes using appropriate vocabulary B1	Begin to retell and adapt familiar stories using a combination of drawing and mark making C1	Be able to give meaning to own drawings and mark making A1		

<p>Enjoyment & Choice</p> <p>LIT 0-1a</p> <p>LIT 0-11a</p> <p>LIT 0-20a</p>	<p>Have opportunities to write, inspired by what they have listened to, watched or read</p>	<p>Explore a variety of writing materials for purposeful mark making</p>	<p>Develop mark making in different contexts and share what they have created</p>	<p>Begin to explore creating texts in meaningful contexts through play based and outdoor learning</p>	<p>Begin to explore imitating writing letters and words and use the print in their environment as a stimulus</p>	<p>Begin to develop pride and confidence in writing own name</p>
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E&C A1

Mark Making in Different Weather

Mark making is the creation of different patterns, lines, textures and shapes. Mark making isn't just squiggles made with pens and pencils, but also marks made with hands, paintbrushes or sticks. Mark making helps children practice their motor skills and coordination, it also encourages creativity and is an effective way for children to represent their ideas and thoughts. Providing opportunities outdoors enables children to mark make in larger spaces and experiment with a variety of surfaces e.g., trees, fences etc. and natural tools.

Aim: To provide experiences for mark making in different types of weather and opportunities to share what has been created.

Suggested Experiences and Interactions

The following suggestions provide a variety of experiences that can be set up in the context of different types of weather. Practitioners should provide opportunities for children to discuss and share what has been created to develop vocabulary, questioning skills and encourage ideas e.g.,

"I wonder..." "Why do you think...?" "I like what you have drawn, would you like to tell me about it?"

Rain	Sun	Ice/Snow
<ul style="list-style-type: none"> • Use sticks, brushes or other natural materials to make marks in puddles, mud and sand. • Encourage children to make mud footprints – compare the different marks made. • Use chalk to create puddle pictures in the rainwater. • Use brushes to sweep different colours of powder paint together in rain to create new colours. • Paint in the rain and watch what happens. 	<ul style="list-style-type: none"> • Use brushes to 'paint' the fence or write messages. • Use bottles with sports caps or watering cans with different sided 'roses' to make marks. • Place objects/toys in the sun and draw their shadow. • Draw characters and use them to make shadow puppets. • Add food colouring to bubble mixture and blow them towards paper – look at the marks left when they pop. • Paint onto bubble wrap and place plain paper on top to print the image. 	<ul style="list-style-type: none"> • Add food colouring to water in spray bottles. • Freeze coloured water in ice cube trays and use them to make marks. • Use sticks and other objects to make marks or prints in the snow. • Use syringes with coloured water to make marks. • Make marks in melting ice/frost.

Suggested literacy strategies and approaches

- Observing, waiting and listening
- Extending conversations
- Shooting for the SSTARS

Other literacy opportunities:

- Listening and talking

Resources

- Mud/clay/sand
- Chalk
- Sticks, flowers, stems, twigs
- Stones, slate, logs, branches
- iPad/camera



<p>Enjoyment & Choice</p> <p>LIT 0-1a</p> <p>LIT 0-11a</p> <p>LIT 0-20a</p>	<p>Have opportunities to write, inspired by what they have listened to, watched or read</p>	<p>Explore a variety of writing materials for purposeful mark making</p>	<p>Develop mark making in different contexts and share what they have created</p>	<p>Begin to explore creating texts in meaningful contexts through play based and outdoor learning</p>	<p>Begin to explore imitating writing letters and words and use the print in their environment as a stimulus</p>	<p>Begin to develop pride and confidence in writing own name</p>
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E&C B1

Recording Learning

Capitalise on the of engagement children have when playing and creating, encouraging them to share their learning with others by recording what they have done. This can be done in a variety of ways, but should always be relevant and meaningful to the child. Display children's contributions in relevant spaces – e.g., recipe books in the mud kitchen, building ideas beside construction or loose parts - and refer to them frequently. Invite children to add contributions... "Wow Aleesha, I think your friends might like to try building a castle like yours! Shall we try making some instructions to help them?" "I'd like to make a mud pie like yours, but I don't have the recipe. Can you help me please?"

Aim: To explore different ways of using texts to share learning.

Suggested Experiences and Interactions:

- Record learning on a learning wall or floorbook. Use a combination of children's mark-making and adult scribing. Add speech bubbles to record the child's voice, thinking bubbles to record their thought and drawings to represent objects or parts of a story. Make sure you include a photo of the child to further increase engagement and identification. At this age a lot of 'writing' comes through listening and talking, so ensure this is given priority.
 - Suggested interactions for reviewing or adding to floorbooks;
 - "I wonder what you are learning to do in this photo/drawing?"**
 - "Tell me again what you were thinking here and I will write it down."**
 - "I like what you have drawn, would you like to tell me more about it?"**
 - "What can you now do?" "What did you find out about...?"**
- Model-making and recipes – take photos or encourage children to make drawings of the different stages in building their model, baking their mud pie or making a leaf picture. Children could 'write' the instructions. (Remember that drawings also count as writing/mark making – see example on the right).
 - Suggested sentence starters to extend children's thinking and learning;
 - "Look you are learning..." "You are learning to..." "Look, you have..."**
 - "I can see you have learned to..." "I can see that you have tried hard to..."**
 - "I wonder what you did next?" "I wonder what else...?"**

Suggested literacy strategies & approaches

- Observing, waiting and listening
- Extending conversations
- Shooting for the SSTARS

Other literacy opportunities:

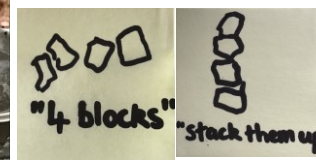
- Listening and talking
- Sequencing
- Print carries meaning

Resources

- Play resources – as selected by the children
- Mark making materials – pens/ crayons etc.
- Floorbook, paper or other permanent recording medium
- iPad/camera/photos of children playing, creating etc.



First you need to mix the mud and water until it's all gooey.



<p>Enjoyment & Choice</p> <p>LIT 0-1a</p> <p>LIT 0-11a</p> <p>LIT 0-20a</p>	<p>Have opportunities to write, inspired by what they have listened to, watched or read</p>	<p>Explore a variety of writing materials for purposeful mark making</p>	<p>Develop mark making in different contexts and share what they have created</p>	<p>Begin to explore creating texts in meaningful contexts through play based and outdoor learning</p>	<p>Begin to explore imitating writing letters and words and use the print in their environment as a stimulus</p>	<p>Begin to develop pride and confidence in writing own name</p>
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E&C C1

Writing Your Name Outdoors



One of the first words children can often write is their own name. Young children will usually recognise the first letter of their name, they might notice and point to the first letter in other places such as; signs in the garden/local environment or in books. As children develop their writing skills they will begin to make symbols and marks which begin to look a bit more like letters. At this stage children are beginning to show their understanding that writing has meaning and purpose.

Aim: To begin to develop confidence in writing their own name.

Suggested Experience and Interactions:

- Provide children's name cards to copy if required, these could be laminated and displayed on keyrings so that they are easily accessible . Allow for plenty of discussion around writing names, describing their similarities and differences e.g.,
"You have tall letters in your name and I don't."
"You have 3 small letters in your name and look this letter has a tail."
- Try to incorporate some real life reasons for children to write their name outdoors such as; on a list for a turn of the bikes or to register they are in the outdoor space. You could also draw children's attention to their name labels written on their coat hooks, bags, folders etc. and support them to create their own labels.
- Other opportunities include children:
 - Writing name using various mark making materials e.g., twigs, feathers, pinecones, brushes etc.
 - Writing name in sand/mud – compare the marks made with various sized tools
 - Writing name in chalk on ground/walls/chalk boards/wooden planks
 - Using water to 'paint' names on a fence, wall or ground
 - Using a large sheet of paper and natural elements such as mud to write names

"I wonder what tools you used here?" "Why have you written your name on this list?"
"Can you tell me about the letters you have written?" "I wonder how you made this mark?"

Suggested literacy strategies & approaches

- Observing, waiting and listening
- Extending conversations
- Shooting for the SSTARS

Other literacy opportunities:

- Print carries meaning
- Vocabulary development

Resources

- Mark making materials
- Sand/mud
- Contact paper/chalkboard
- iPad/camera



Tools for Writing ENG 0-12a LIT 0- 13a LIT 0-21a/b	Begin to be aware that words and writing go in a left to right direction	Begin to be aware that words are made up of letters	Use a variety of tools to mark make e.g. sticks and fingers in the sand	Begin to explore writing letters	With adult scaffolding participate in collaborative writing activities	Develop gross and fine motor skills and pencil control	Use own drawings to retell a story and show their knowledge of a text
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TfW A1

Left to Right

Young children need lots of experiences which develop a sense of **directionality** in order to help them with writing skills. These should focus on both visual directionality and body directionality and can be undertaken very effectively outdoors. Activities which include **crossing the midline** (moving an arm or leg across the middle of the body to perform a task) are also vital in writing development, encouraging co-ordination and communication between both sides of the brain.

Aim: To develop children's sense of directionality and control when making shapes and patterns.

Suggested Experiences and Interactions:

Children will naturally experience many opportunities for developing directionality during the day. Practitioners should seize opportunities as they arise, in addition to planned provocations.

- Make some *pattern cards* (click on suggested templates on the bottom right). Can children draw the patterns; in the air, on the ground, in the sand, use sticks in the mud, with a fairy wand in the air? Show children how to start at the left and draw the pattern moving towards the right. Encourage descriptive vocabulary such as; *round, curved, straight, jaggy, twirly, bumpy, dotty* etc.
- Using the *pattern card* suggestions draw shapes and patterns with chalk on the ground. Can the children follow the pathways, moving in a left-right direction?

"Can you walk like a big bear? Jump like a fast frog? Hop like a bouncy bunny? Glide like a beautiful bird? Go fast like a fire engine?"

"What sound will you make?"

Invite children to make up some pathways of their own. Encourage children to return to the start before starting on a new pathway.

- When sharing books or scribing for children emphasise your 'starting position' and use your finger to trace in a left-right direction as you read. Encourage the children to 'help you out' as you read/write.

"Where will I start?"

"Should I start at this side of the page or this side?"

"Where should I go once I've reached the end of the line?"

****It is worth remembering that some languages, such as Arabic, are written/read in a right-left direction – be mindful that some children will have seen this modelled in a first language at home.****

Suggested literacy strategies and approaches:

- Shooting for the SSTARS

Other literacy opportunities:

- Storytelling
- Phonological awareness
- Vocabulary development

Resources:

- Mark-making resources – chalk, sticks, mud, sand, magic wands etc.
- Pattern Cards (see suggestions below)
- Fiction and non-fiction texts (*including dual language texts if you need to point out directionality in other languages*)
- Written and scribed stories

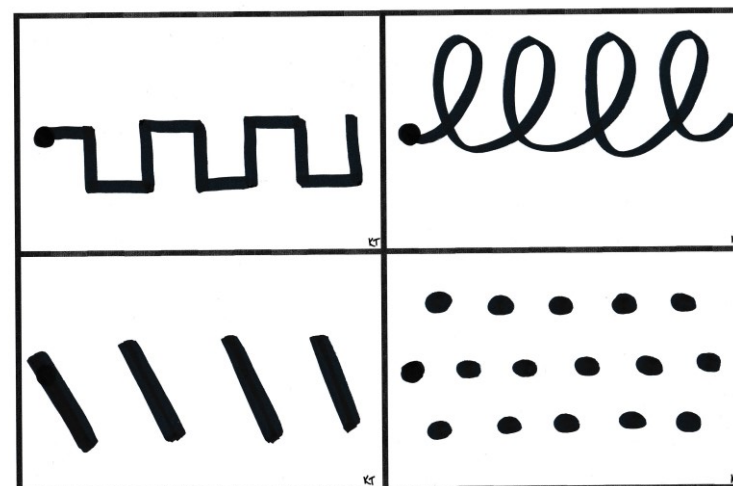
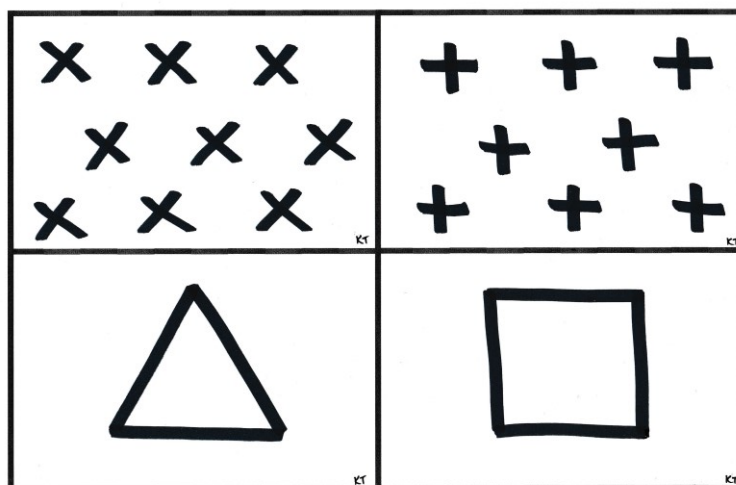
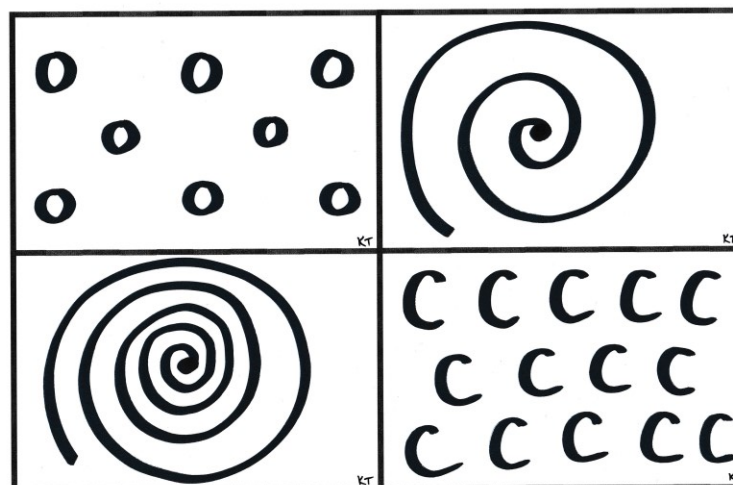
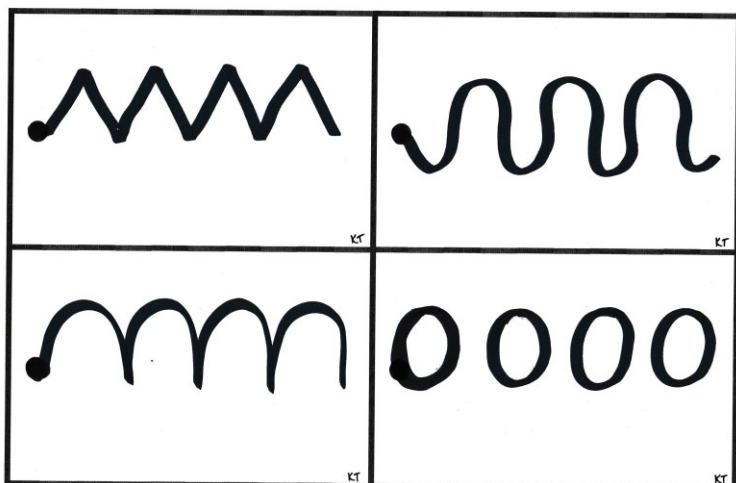
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Pattern Cards

(Enlarge before printing, then laminate and cut out into individual cards.)

Pattern Cards

(Enlarge before printing, then laminate and cut out into individual cards.)



Tools for Writing ENG 0-12a LIT 0- 13a LIT 0-21a/b	Begin to be aware that words and writing go in a left to right direction	Begin to be aware that words are made up of letters	Use a variety of tools to mark make e.g. sticks and fingers in the sand	Begin to explore writing letters	With adult scaffolding participate in collaborative writing activities	Develop gross and fine motor skills and pencil control	Use own drawings to retell a story and show their knowledge of a text
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TfW B1

Sand, Soil and Mud

*Try to ensure you provide a variety of different **scales** of mark-making resources and opportunities. Children will be at different stages of physical development – some will benefit from **large scale enhancements** to develop shoulders and elbows, whilst others will be ready for **manipulating smaller items** using wrists and fine motor muscles.*

Aim: To experiment with a range of mark-making materials and techniques during play.

Suggested Experiences and Interactions:

- Have a big box of stimulating objects to generate an interest in mark-making e.g., lolly sticks, plastic grouting tools, bubble wrap, sticks, stones, found objects etc.;
- “Let’s collect some things from outside and see if they will make any marks.”***
- Using our bodies can be great for mark-making e.g. fingers, toes, footprints from shoes and wellies.
- Enhance your mud kitchen with objects which encourage experimentation e.g., potato mashers, tongs, chopsticks, scissors, pestle and mortar, wooden spoons, whisks, bowls.
- Natural materials which leave imprints can be used to make patterns in the mud, sand or clay e.g., pinecones, leaves, stones, feathers.
- Squash some playdough or clay onto a tree or wall then add loose parts or natural materials to make faces or patterns.
- Use cars, trucks, go-karts, bike wheels to make tyre tracks in the mud or sand;
“I wonder if we can make some wiggly/straight/curved/zig-zag roads for the cars to drive along?”
- Use small world character to make marks e.g., dinosaur footprints;
“I wonder whether the dinosaur’s feet will leave a trail in the mud?”
“Look at this huge footprint!, I wonder where it came from?”
“The dog makes 4 prints in the sand but the dinosaur only makes 2.”
- Flowers, grass, leaves etc. can be used to make transient pictures and patterns. Take photos to record these if you are not using glue to attach them permanently. (Have a bank of laminated children’s name cards to add to the photo to remind you who it belongs to!)

Suggested literacy strategies and approaches:

- Observing, waiting and listening
- Extending conversations
- Shooting for the SSTARS

Other literacy opportunities:

- Gross and fine motor development
- Vocabulary development

Resources:

- Lolly sticks, plastic grouting tools, bubble wrap, sticks, stones, pinecones, leaves, shoes, wellies
- Potato mashers, tongs, chopsticks, scissors, pestle and mortar, wooden spoons, whisks, bowls
- Small world and ride-on cars, bikes, tyres
- Small world toys which reflect children’s interests – dinosaurs, people, fish etc.
- Camera/iPad
- Laminated name cards



Tools for Writing ENG 0-12a LIT 0- 13a LIT 0-21a/b	Begin to be aware that words and writing go in a left to right direction	Begin to be aware that words are made up of letters	Use a variety of tools to mark make e.g. sticks and fingers in the sand	Begin to explore writing letters	With adult scaffolding participate in collaborative writing activities	Develop gross and fine motor skills and pencil control	Use own drawings to retell a story and show their knowledge of a text
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TfW C1

Bear Hunt (or story of your choice)

Children love drawing outside, so capitalise on this by encouraging them to re-tell favourite stories through pictures. This can be done individually or in small groups, however it is important that the practitioner plays alongside the children during this activity in order to maximise vocabulary development, ask HOTS questions and encourage sequencing.

Aim: To develop children's ability to re-tell a story, including significant aspects and adding detail.

Suggested Experiences and Interactions:

- Choose a story that children are familiar with and have had opportunities to re-tell or role play e.g., 'We're Going on a Bear Hunt'. Show children the bear (soft toy or laminated picture).
"Can you remember who this is?" "Who went to see him in the story?" "Did they find him straight away?" "Can you remember where they started off?"
- Draw the house from the story on a large piece of paper, tabletop, plastic coated tablecloth or shower curtain.
"Here's the house in the story. I wonder what else we could draw round it?"
Encourage children to add to the picture by drawing e.g., flowers, a path, a road, cars etc.
- Support children to recount who was in the family and encourage them to draw them on the paper.
"Let's think about who lived in this house..."
- Go through the story, encouraging children to act out and join in with the words. **"Now, where did they go first/next?"** Then, make simple marks to represent the grass, the river, the mud, etc. (either in a line or circle to show sequence of story.) Model and extend vocabulary for both the mark-making and the story setting.
"Wow, those snowflakes look really cold and icy!" "I see you've used lots of short spiky lines to look just like the grass!" "I wonder who is hiding inside the dark gloomy cave?"
- Once the story picture has been completed, encourage children to re-tell it. You could add small world figures for roleplaying if you wish. Make sure the children have access to the original book to refer back to if they choose.
- In addition to drawing, the children could add loose parts or found objects to the picture e.g., stones surrounding the cave, real grass, muddy fingerprints beside the river etc.
- Why not make up your own version of the story, with the children deciding on and inventing new scenarios e.g., outer space, mountains or the bottom of the sea. Develop vocabulary by thinking of descriptions and actions for these. **"We're going on a bear hunt. We're going to catch a big one. What a beautiful day – we're not scared! Uh-oh... Stars... Bright twinkly stars... We can't go over them. We can't go under them. Oh no – we'll have to go through them! Shimmery-shiny. Shimmery shiny. Shimmery-shiny."**

Suggested literacy strategies and approaches:

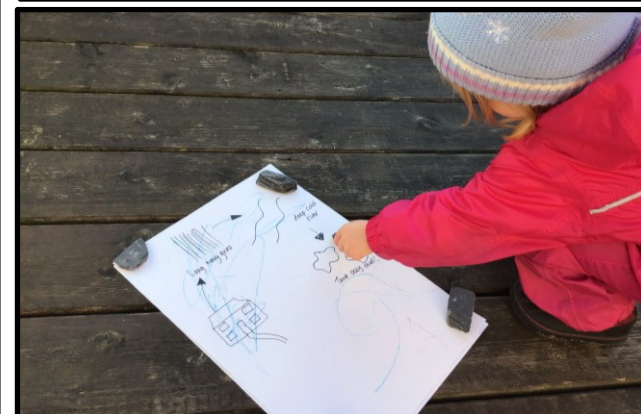
- Effective questioning and think alouds
- Interactive shared reading
- Extending conversations
- Observing, waiting and listening
- Story mapping

Other literacy opportunities:

- Listening and talking
- Vocabulary development

Resources:

- 'We're Going on a Bear Hunt' by Michael Rosen, or alternative favourite book
- Large sheets of paper, laminated surface or plain PVC tablecloth
- Whiteboard markers, pens or chalk. Small cloths to erase if using whiteboard markers
- Small world toys. Loose parts or found objects (grass, stones etc.)



Tools for Writing ENG 0-12a LIT 0- 13a LIT 0-21a/b	Begin to be aware that words and writing go in a left to right direction	Begin to be aware that words are made up of letters	Use a variety of tools to mark make e.g. sticks and fingers in the sand	Begin to explore writing letters	With adult scaffolding participate in collaborative writing activities	Develop gross and fine motor skills and pencil control	Use own drawings to retell a story and show their knowledge of a text
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TfW D1

Reach Across!

*Gross motor activities which include **crossing the midline** (moving an arm or leg across the middle of the body to perform a task) are vital in writing development, encouraging co-ordination and communication between both sides of the brain. It is important to develop this skill in anticipation of a later time when more formal handwriting begins and the child has to orientate/track text and reach across their body in a left to right motion.*

Aim: To develop children's co-ordination and gross motor skills.

Suggested Experiences and Interactions:

- Encourage children to use different side of their bodies by throwing, catching and kicking balls or beanbags.
- Encourage children to reach across their body and copy movements by playing action games such as 'Simon Says'.
- Using bubbly water, blow bubbles and encourage children to jump up and pop them, reaching up, down and across.
- Make music outdoors by banging instruments together in the middle of the body/from side-side
- Encourage large scale movements to music through ribbon or scarf dancing, reaching up and down, side to side, in circles etc.
- Encourage children to trace shapes using flowing movements such as 'Lazy Eights', draw a '8' on its side with crayons, in sand or in the air.
- Put stickers on one side of a child's body and ask them to remove them with the opposite hand.
- Provide train and car tracks to encourage children to reach across their bodies when playing.
- Provide opportunities for children to paint/draw horizontally, vertically or over head. Encourage large movements such as rainbows, circles, straight lines etc.
- Encourage children to shift weight between two hands e.g., swinging on monkey bars, crab-walking sideways on all fours, bear-walking forwards on all four etc.
- Provide buckets and spades to enable children to scoop sand into a bucket using one hand to hold the bucket and the other to scoop and reach across.
- Seek opportunities to develop the use of positional language; 'up', 'down', 'across', 'over', 'under', 'through', 'top', 'bottom', 'middle', 'side to side', 'around'.

Suggested literacy strategies and approaches:

- Shooting for the SSTARS

Other literacy opportunities:

- Listening
- Phonological awareness
- Vocabulary development

Resources: (adapt as needed)

- Balls, beanbags
- Bubbles
- Musical instruments, sticks, pots and pans
- Ribbons, scarves
- Sticky dots
- Trains, cars
- Crayons, chalk, paint, mud
- Sand, soil, buckets, trowels, spades



Tools for Writing ENG 0-12a LIT 0-13a LIT 0-21a/b	Begin to be aware that words and writing go in a left to right direction	Begin to be aware that words are made up of letters	Use a variety of tools to mark make e.g. sticks and fingers in the sand	Begin to explore writing letters	With adult scaffolding participate in collaborative writing activities	Develop gross and fine motor skills and pencil control	Use own drawings to retell a story and show their knowledge of a text
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TfW D2

Fine Motor

*Broadly speaking, children develop upper body control in the following order: **Shoulder pivot - Elbow pivot – Wrist pivot – Fine motor control** and it is important to provide experiences which support each stage of this development. Fine motor skills can take longer for children to develop. It is important that we provide opportunities to encourage the development of children's pincer-grip, palm arches, in-hand manipulation, finger joints, moving fingers and thumbs one at a time and hand-eye co-ordination.*

Aim: To develop children's fine motor skills by encouraging full use of the hand.

Suggested Experiences and Interactions:

- Decorate sticks of different sizes by winding wool, string or raffia around them to make 'stripes'. Children could incorporate leaves, feathers or flowers into their design.
- Provide experiences which encourage a scrunching, squeezing movement of the hands e.g., make balls made from newspaper or tin foil, add porridge oats to playdough, sponges and waters for car/window washing etc.
- Provide a variety of ribbons near a fence to encourage weaving and pattern making.
- Encourage children to finger paint or use cotton bud printing to paint natural objects such as sticks, stones or leaves.
- Provide opportunities to develop scissor control through cutting experiences by adding lots of different materials to a tuff-spot. Provide some multi-sensory options such as fresh herbs, grass and leaves.
- Provide opportunities for children to engage in planting experiences placing one seed in soil at a time. Children may enjoy digging for worms, remind children to pick them up gently, handle them with care and return them to their home.
- Provide opportunities for children to use hole punches, plain or patterned, to punch holes in leaves. Children could then thread these on to string, pipe cleaners or paper straws.
- Challenge children to move water from one container to another using only a straw, dip straw in water, block the end of the straw with thumb and try to transfer it to another container. Can the children move the water without dropping any?

Suggested literacy strategies and approaches:

- Extending conversations
- Observing, waiting and listening

Other literacy opportunities:

- Vocabulary development

Resources:

- Sticks, stones, leaves, grass – any natural resources which the children find outdoors
- Wool, string, raffia
- Newspaper, tin foil, porridge oats, water beads, spaghetti
- Paints, cotton buds, paper straws, scissors, hole punches, colanders, sugar shakers



Tools for Writing ENG 0-12a LIT 0- 13a LIT 0-21a/b	Begin to be aware that words and writing go in a left to right direction	Begin to be aware that words are made up of letters	Use a variety of tools to mark make e.g. sticks and fingers in the sand	Begin to explore writing letters	With adult scaffolding participate in collaborative writing activities	Develop gross and fine motor skills and pencil control	Use own drawings to retell a story and show their knowledge of a text
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TfW E1

Story Trails and Scavenger Hunts

These ideas help children to develop their story comprehension and sequencing skills. Stories and key concepts can be re-visited in a variety of ways. Young children benefit from lots of gross motor movement, which in turn can help consolidate learning in a more natural way. They should have the opportunity to put themselves in the characters' positions and engage with stories or concepts through a multi-sensory approach, such as acting it out.

Aim: To develop children's ability to re-tell a story or recount a sequence of events.

Suggested Experience and Interactions:

Story Trail

- Select a text which the children enjoy e.g., 'Goldilocks and the 3 Bears'. Set up a story trail using rope, chalk, or whatever you have to hand. Add props or photos of key aspects of the story to this trail, making sure they're in the correct story order.
- Re-tell the story with children as you follow the trail together, discovering the next part of the story as you go. Encourage children to think about what happened first, next, last... using think alouds and effective questions e.g.,

"I think Goldilocks was feeling tired. I wonder where she'll go to next? What makes you think that?" "Which bed would you choose?" "What did the last bed feel like to Goldilocks?"

- Extend vocabulary by using lots of descriptive or specialised language and remember to reinforce this language at other opportunities within play and interactions e.g.,
- Demonstrate how to draw a story map on paper or a whiteboard, adding key aspects of the story as you 'find' them. You could invite children to add to the story map as you move along the story trail.
- Revisit the story map once you have found all the objects encouraging children to recall events of the story using the drawings that were made collaboratively. Some children may like to create their own story map or they could draw their favourite part of the story. Spend time hearing the children re-tell their stories using their story map and scribe for the children. Alternatively, encourage children to share their favourite part of the story giving reasons why;

"I see you have drawn a small chair, it looks broken, why did it break?"

"What happens next in the story?"

"I can see you have drawn your favourite part of the story, can you tell me about it?"

"Why is this your favourite part?"

Suggested literacy strategies and approaches:

- Effective questioning and think alouds
- Interactive shared reading
- Extending conversations
- Observing, waiting and listening
- Shooting for the SSTARS

Other literacy opportunities:

- Storytelling
- Sequencing
- Vocabulary development

Resources:

- Text of your choice
- Props or photos of key items from the story
- Paper, pens or similar items to draw story maps



Organising and Using Information LIT 0-26	With support, plan by thinking about, verbalising, acting out and/or drawing what they want to write about	Convey ideas through play to show understanding of real life purposes for writing e.g. shopping lists	Begin to share feelings and opinions on stories and illustrations	Begin to use signs and labels from the environment in own texts and drawings	Contribute to a collaborative piece of writing
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O&UI A1

Talk for writing – acting out or draw a plan



Stories play a crucial role in the development of thinking and writing. Through listening to and sharing stories, children pick up on typical story language e.g., “Once upon a time ...”, “And they lived happily ever after ...”, “He huffed and he puffed”. Drawings, props or actions can be used to remind children of these key phrases and make the story come alive. This experience involves mapping stories by using pictures, actions and props; retelling stories together as a group, then changing aspects of the original story to develop it. Provocations work well for this and a fun way to motivate children could be to create a letter asking for help from a character in a book that you are reading together or introduce an object that is puzzling or has multiple uses.

Aim: I can use actions, talk or draw to plan my story ideas.

Suggested Experience and Interactions:

- Use your book of the month or a well-known story that children have engaged with for retelling or role-play e.g., ‘The Three Little Pigs’. Discuss what children already know about the story e.g., characters/setting/events etc. Try re-telling the story as a small group. This could be recorded using a simple story map with drawings for phrases, events or settings you want children to remember. Use ‘observing, waiting and listening’ and ‘extending conversations’ to encourage interactions.
- Show children a letter/text/email from a character asking for help or you could encourage children to think of a different ending to the story. Keep questions open ended;

“How could you help the three little pigs to stop the wolf from blowing down their house?” “If you were one of the little pigs what would you do?”

“What might have happened if the wolf was a mouse in the story?”

Consider how you can encourage prediction at the end of the story, using prompts such as;

“What do you think might happen after the wolf runs away?”

- Invite children to draw their ideas using available mark making resources or natural materials such as mud, crushed leaves and berries etc. Providing a large wipeable mat such as a shower curtain can offer a space for collaborative mark making and drawing. Take time to talk to children about their marks/drawings to support them in ‘verbalising’ what they are creating e.g.,

“Tell me about your picture.” “I can see you have drawn 2 big circles next to the straw house, I remember in the story, The Three Little Pigs, 2 little pigs were in the stick house before it was blown over.”

Suggested literacy strategies & approaches

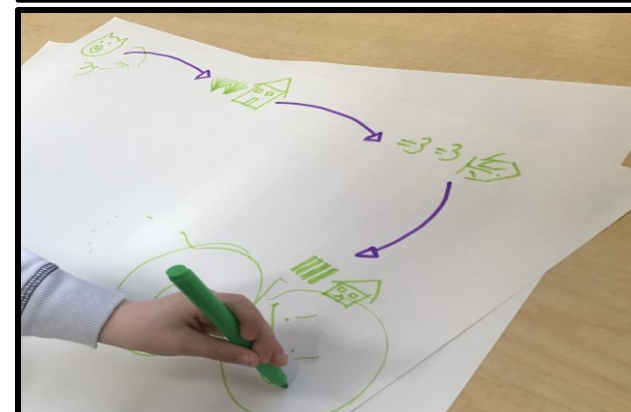
- Observing, waiting and listening
- Extending conversations
- Shooting for the SSTARS
- Story mapping

Other literacy opportunities:

- Vocabulary development
- Listening and talking

Resources:

- Sticks to mark make in sand/mud
- Mark making materials/brushes/paper
- Book/story the children know well
- Chalk board/easel/board
- iPad/camera to capture drawing in sand etc



Organising and Using Information LIT 0-26	With support, plan by thinking about, verbalising, acting out and/or drawing what they want to write about	Convey ideas through play to show understanding of real life purposes for writing e.g. shopping lists	Begin to share feelings and opinions on stories and illustrations	Begin to use signs and labels from the environment in own texts and drawings	Contribute to a collaborative piece of writing
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O&UI B1

Nature Journal



To support children to have a desire and willingness to write we need to provide them with purposeful contexts in which they can become motivated and interested in the writing process. By observing adults writing for a purpose and providing real-life opportunities for children to 'write' they will begin to understand some of the reasons why we need to write. Nature journals are a lovely way to explore the outdoors and encourage mark making. It could have a scientific theme such as recording weather, plants and animals or be focused on children's explorations within their outdoor space.

Aim: To mark make and draw to record what I find in nature.

Suggested Experience and Interactions: (This experience relates to insects but could follow the theme of birds/trees/flowers/plants.)

- Discuss what children already know about insects and what they would like to learn. This could be recorded using 'thinking bubbles' within a floor book, including children's drawings, emergent writing and adult scribing.
- Facilitate an exploration of different types of insects by going on a minibeast hunt. You could create your own version of a familiar chant, 'We're going on a minibeast hunt'. Support children to take photographs of the insects they find.

"We're going on a minibeast hunt, where will we find them? Oh look, a big brown log. Pick it up, roll it over, pick it up, roll it over. What can you see?"

- Develop vocabulary to help children describe the appearance of the insect and where they found them e.g., under the rock/in between the sticks.
"Where was the insects?" "I think that looks like a..., what do you think?" "I can see the head of the insect, what can you see?"
- If there are insects that children don't know they could be supported to find out their names using books or websites.
- Encourage children to draw the insects that they have found and add these to the nature journal. Children could be supported to name and label their insect so that other children can use the journal to help them identify insects in their outdoor space.
- Alternatively, children's drawing and name labels could be used to create an identification chart/poster which could be displayed in your outdoor space. Children could make a mark beside each picture to show when they have seen the insect in their environment.

Suggested literacy strategies & approaches

- Observing, waiting and listening
- Extending conversations
- Shooting for the SSTARS

Other literacy opportunities:

- Vocabulary development

Resources:

- Books or information cards about various insects
- Variety of clip boards with different types of paper attached/notebooks
- Variety of mark making materials (pens/chalk/ crayons/paint)
- Camera or iPad
- Magnifying glasses



Organising and Using Information LIT 0-26	With support, plan by thinking about, verbalising, acting out and/or drawing what they want to write about	Convey ideas through play to show understanding of real life purposes for writing e.g. shopping lists	Begin to share feelings and opinions on stories and illustrations	Begin to use signs and labels from the environment in own texts and drawings	Contribute to a collaborative piece of writing
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O&UI C1

Creating Road Signs

Environmental print is text we see around us daily such as logos on food packaging, shop signs, bus stops, and road signs etc. Environmental print is important for children's early literacy development and is often a child's first attempt at 'reading'. Children use context clues such as the location of signs or logos, colours, shapes and letters to bridge the connection between print carrying meaning and first attempts at reading. Environmental print can also be a stimulus for children's writing as children often imitate the print that they see. Take advantage of environmental print by using it to talk about letters and words.

Aim: To make road signs using environmental print.

Suggested Experience and Interactions:

- Discuss what children already know about the environmental print they see in their local community such as road signs, bus stops etc. Talk about why these signs are important and the purpose of them e.g., to give information. This could be recorded using 'thinking bubbles' within a floor book, including children's drawings, emergent writing and adult scribing. Encourage exploration of different road signs e.g., stop, give way, no entry etc. You could go on a local walk of the community to capture photographs or share your own photographs with the children. Support children's vocabulary development to help children describe their appearance.

"I wonder what road signs we might see today, can you draw them?"

"What does this sign tell you?"

"I notice these signs all have red in them, I wonder why that might be."

- Model making a sign using craft materials and a range of mark making tools. The road signs could be small, for use in a small world area, or large, which could be incorporated into Play on Pedals and children's own free bike/car play.
- You could create a large road system marked out with chalk and place the road signs at various points. Using deconstructed role play materials, children could create their own vehicle e.g., car, bike, bus etc. or a simple steering wheel to 'drive' on the road. Encourage children to 'read' the road signs as they come across them;

"Can you remember what this road sign is?" "What does it mean?"

This may be an opportunity to explore and learn more about road safety and transport.

Suggested literacy strategies & approaches

- Observing, waiting and listening
- Extending conversations
- Shooting for the SSTARS
- Deconstructed role play

Other literacy opportunities:

- Vocabulary development

Resources:

- Wooden pegs
- Square/rectangular cardboard pieces –for sign (small for pegs and large for holding)
- Mark making materials, collage materials
- Variety of images of road signs
- iPad/camera



Creating Texts LIT 0-9a ENG 0-31a	Begin to invent own stories and characters and share these ideas with others through mark making and talk	Begin to describe characters and explain likes and dislikes using appropriate vocabulary	Begin to describe settings and explain likes and dislikes using appropriate vocabulary	Begin to retell and adapt familiar stories using a combination of drawing and mark making	Be able to give meaning to own drawings and mark making
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CT A1

Creating Stories & Characters - Stick Man

Children can be creative and extend their vocabulary as they create imaginary characters. Through discussion, children can be encouraged to explore and share their ideas and develop their understanding of characters and stories. You should develop this experience based on the needs of your children and consider any prior knowledge they have.

Aim: To encourage children to create their own characters and role play a story.

Suggested Experience and Interactions:

- Take some time to explore and discuss the character of 'Stickman' by Julia Donaldson. Look through the book so children can reflect on where he went and what he became for each part of the story. Ask open ended questions;
"Have you ever played with a stick?" "Have you ever felt the same as this character?" "What is your favourite/least favourite part of the story? Why?" "If you found a stick what would you do with it?"
- Invite children to create a stick character of their own and discuss some of the materials they might like to use e.g., natural materials, loose parts, fabric, clay, play-dough.
- Encourage children to begin to role-play with their stick character and interact with other stick characters. This free exploration of their character may help children relate to the character for the following discussion.
- Engage in discussion using open-ended questions to explore and wonder about the characters children have created;
"Where is your stick man playing?" "Where do they live?" "What is your stick man called?" "How is your stick man feeling?" "Do you have a story about your stick man?" "What is your stick man doing?" "Who are your stick man's friends/enemies?"
- Consider if children would like to photograph their stick character or share and present their character to the group. Children could mark make while, adults scribe children's explanations about their creations and any story they may have made up about their sticks.

Suggested literacy strategies and approaches

- Observing, waiting and listening
- Extending conversations
- Interactive shared reading

Other literacy opportunities

- Listening and talking

Resources:

- Variety of sticks
- Art materials (googley eyes, glue, tape, thread, wool, fabric etc.)
- 'Stick man' by Julia Donaldson (a copy can be purchased for around £6)



Creating Texts LIT 0-9a ENG 0-31a	Begin to invent own stories and characters and share these ideas with others through mark making and talk	Begin to describe characters and explain likes and dislikes using appropriate vocabulary	Begin to describe settings and explain likes and dislikes using appropriate vocabulary	Begin to retell and adapt familiar stories using a combination of drawing and mark making	Be able to give meaning to own drawings and mark making
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CT B1

Settings Story Stones

Story stones are great for encouraging children to become independent story tellers. You can make story stones using chalk pens, sharpies, or stick laminated pictures on to stones. This is an adult led experience which can be done individually or in small groups. It is important that the practitioner plays alongside the children during this experience in order to maximise vocabulary development, ask HOTS questions and encourage sequencing.

Aim: To describe settings in a well-known story.

Suggested Experience and Interactions:

- Focus on a story that the children know well and has a variety of settings e.g., 'The Gruffalo', 'We're Going on a Bear Hunt'. Ensure children understand the word 'setting' and know where the story takes place.
- Elicit where the story takes place. Encourage children to share their favourite 'setting' in the story and explain why. Explore the senses to help children project how they might feel and what they might see, hear and smell in this 'setting'.

"Can you remember where this is?" "Where did we see the fox, the snake, the owl?" "What did the place look like?" "How do you think you would feel there?" "What do you think the place smells/sounds like?" "What would you hear?"

- Encourage children to consider how they might move if they were in this 'setting' and act it out;
"How would you move through the grass, the mud, the river?"

Model descriptive language when a child is 'acting' to help develop vocabulary and encourage children to do the same e.g.,

"You are crawling." "The grass feels swishy."

- Ask the children to pick a stone from the bag and encourage them to pretend to be in the setting that is shown on the stone. Support children that require it and guide them to 'climb the tree', 'crawl into the log-pile house' or 'swim through the river' etc.
- Once all the setting stones have been collected from the bag use the stones to discuss which setting they would like to live in and why or sequence the stones in the order of the settings in the story. Have the book to hand so children can refer back if needed.

Suggested literacy strategies and approaches

- Observing, waiting and listening
- Extending conversations
- Interactive shared reading
- Story elements

Other literacy opportunities

- Listening and talking
- Vocabulary development

Resources:

- Camera or iPad
- Pre-made setting story stones in a bag linked to a well-known story e.g., 'The Gruffalo' – forest, lake, log-pile house, tree. 'We're Going on a Bear' hunt- grass, mud, river, cave (Place Story Stones in sand or digging area or grass to build excitement and curiosity)



Creating Texts LIT 0-9a ENG 0-31a	Begin to invent own stories and characters and share these ideas with others through mark making and talk	Begin to describe characters and explain likes and dislikes using appropriate vocabulary	Begin to describe settings and explain likes and dislikes using appropriate vocabulary	Begin to retell and adapt familiar stories using a combination of drawing and mark making	Be able to give meaning to own drawings and mark making
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CT C1

Story Acting - Deconstructed Roleplay

Deconstructed roleplay involves the use of large 'junk' material such as cardboard boxes, fabric, crates etc. Children use their imagination to create play spaces without limitations. Through this language rich experience children interact, share ideas and play in role. There may be different roleplay scenarios happening at the same time. The more the children engage with resources the shabbier they may look, make sure there is a supply of 'junk' materials available to replenish the area. Enhancement boxes can be created to support a particular theme or child interest such as, a doctor's surgery or shop. It is important that adults are available to facilitate the play and they can use the enhancements as a teaching tool. Stepping back from the play allows the adult to observe how children use and interact with enhancements independently, they may follow the theme of the adult or use them in their own way. Providing tools for mark making can open up further opportunities for children to transform their play spaces.

Aim: To encourage children to recreate a story setting using deconstructed role play and mark making.

Suggested Experience and Interactions:

- Focus on a story that the children know well and have had opportunities to re-tell through joining in, acting out and roleplaying. Ensure children understand the words 'character' and 'setting' and know who the main characters are and where the story takes place. Ask questions about the setting and characters;
"Can you remember who this is?" "What did they do/say at the beginning/middle/end of the story?" "What did the ... look like?" e.g., forest/castle.
 Make sure the children have access to the original book to refer back to if they choose.
- Ask children to try to recreate part of the setting to help with story acting e.g., a tree, castle, cottage, plane etc. using big cardboard materials. Children could be encouraged to draw and mark make to represent key features of the setting e.g., the windows of the castle, the leaves on the tree. Once finished place on an outdoor 'stage' area.
- Introduce the 'story acting' approach using the well-known story. Invite children to decide what character they would like to play. You could encourage children to create a costume for their character or 'draw' a character mask.
- Read the story one sentence at a time, and then invite the children onto the stage to act out each sequence. Use verbs to encourage children to demonstrate the actions of a character. Refrain from demonstrating how a character should be represented; ask questions instead e.g.,
"How do you think the giant would move?"
- Extension:** Children may like to make up their own stories. Scribe the words they say, repeating every word as you write it down. Invite the child to select which character they wish to play, draw a circle around it. Act out the child's story as soon as possible after it is scribed.

Suggested literacy strategies and approaches:

- Observing, waiting and listening
- Extending conversations
- Interactive shared reading
- Story elements
- Story acting

Other literacy opportunities:

- Listening and talking

Resources :

- Cardboard boxes and tubes, crates, felt pens, crayons, glue, tape, sticks, leaves, moss, tissue paper.
- Found objects in outdoor space (invite children to search for objects they could use for their role play setting)
- Portable mark making kit



Supporting Guidance: Suggested Literacy Strategies and Approaches

You can use the supporting guidance on the following pages to familiarise yourself with the suggested literacy strategies and approaches used within this resource.

- [Observing, Waiting and Listening](#)
- [Extending Conversations](#)
- [Sparkle Words](#)
- [Shooting for the SSTARS](#)
- [Interactive Shared Reading](#)
- [Story Elements](#)
- [Effective Questioning and Think Alouds](#)
- [Story Mapping](#)
- [Deconstructed Role Play](#)
- [Story Acting](#)

Observing, Waiting and Listening

The strategy observing, waiting and listening can be used to support and encourage children to communicate and interact with you. Using observing, waiting and listening helps children to initiate and take turns within interactions and enables you to be a good conversation partner.

Observing

- Pay close attention to what the child is interested in or attending to.
- Tune in to both verbal and non-verbal communication, what the child says and does (facial expression, body position, actions, gestures, sounds and words).

Waiting

- Give the child time to initiate or to get involved in an activity. This enables the child to take control in the interaction and gives the message that you are interested in what they have to 'say'.
- Stop talking, look expectant and lean forward to indicate to the child that you are inviting them to begin to interact or take a turn in a back-and-forth interaction.
- Follow the child's lead (remember pointing and/or making a noise may be a child's way of initiating an interaction) and respond.
- Count to 10 – after you have responded to ensure you give enough time for the child to respond back to you.

Listening

- Pay close attention to the sounds and words used by the child. This lets the child know that what they are saying is important.
- Refrain from interrupting the child and don't assume that you understand what they are trying to say before they have finished speaking.

Observing, waiting and listening is a strategy that should be used in interactive shared reading sessions and all verbal interactions. It can be used throughout your interactions, not just at the beginning!

Extending Conversations

Extending conversations is a strategy that you can use to facilitate sustained interactions with children and support vocabulary development. This strategy enables children to practice, understand and engage in language and communication with a responsive conversational partner.

- Move conversation back and forth between the child and adult or the child and peers by striving for at least five turns within an interaction.
- Use the child's interest, eye contact, facial expressions and careful questioning to engage them in conversation.
- Remember, a child with a reluctant conversational style may take turns using gesture, pointing or making sounds. Interactive books (e.g., lift the flap) can be a useful resource to encourage this turn taking behaviour.
- When asking questions, ask ones which are sincere and genuine, and that the child can and wants to answer. Use think alouds to provoke thinking and encourage the child to share their opinions. Testing questions are not useful because they are usually too simple to encourage thinking.
- Try to use some alternatives to questions such as, recapping or clarifying ideas, sharing your experience and offering suggestions or alternatives.

Extending conversations can work within a group setting.

Strive for five, or more, back and forth interactions:

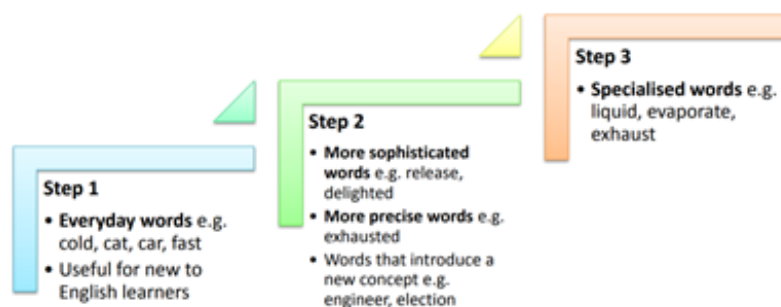
- if a child asks a question, throw it back to the group
- if a child raises a topic, ask the other children what they think
- if a child talks about their experience, ask other children if they have had similar experiences
- if a child makes a comment, wait to see if the other children will respond before you do
- ask children to contribute ideas on a particular topic

Sparkle Words

Supporting and building vocabulary are key to developing children's language and communication skills. Sparkle words is an approach for making the exploration of vocabulary a natural part of book sharing sessions and everyday conversation.

When planning a book sharing session (see interactive shared reading session):

- Review the book and select the best sparkle words (focus vocabulary) you wish to draw children's attention to. These may be words of interest or important words children need to know in order to understand the text.
- Select no more than five focus words per book.
- Ensure that there are a variety of words; nouns, adjectives, verbs and adverbs.
- Consider the three-step approach to introduce children to more complex and subject specific vocabulary.



- Plan how you will explain and bring the sparkle words to life to ensure children understand their meaning.
- Encourage children to highlight words interested them or are new to them.
- Seek opportunities to use and reinforce the sparkle words in a range of different contexts.

Shooting for the SSTARS

Vocabulary development is essential in the early years, but it is not just the number of words a child knows that is important but how well a child understands these words.

Shooting for the SSTARS is a strategy you can use to support children's understanding of new vocabulary.

- | | |
|---------------------|---|
| Stress | a new word before, during and after reading to focus children's attention. |
| Show | children what the word means by pointing to an illustration, using your facial expressions, acting it out or altering how you say the word. |
| Tell | children what the word means by giving a simple definition, using other words which mean the same or talking about the group or category the word belongs to, if appropriate. |
| and Relate | the word to children's own knowledge, experiences or familiar situations and talk about other words with a similar meaning or an opposite meaning. |
| Say it again | Read the book again and again allowing for more conversation relating to the new word and use the 'sparkle word' throughout the setting in different contexts. Hearing the word repeated is essential for children to be able to adopt and use this vocabulary in their own interactions. |

Example: Sparkle word – *feast*

- | | |
|---------------------|--|
| Show | Pictures of a feast e.g., buffet at a birthday/wedding/celebration |
| Tell | A special meal with delicious food or a large meal for lots people |
| Relate | recall a time when there has been a 'feast' in nursery, e.g., Christmas lunch. Share a time when you have had a 'feast' at a celebration. Ask children, "have you ever had a feast?" |
| Say it again | Seek opportunities to use the word through play e.g., house corner, "shall we make a feast for the family" or whilst exploring other stories e.g., "The Very Hungry Caterpillar had a feasts on Saturday." |

Interactive Shared Reading 1

Interactive Shared Reading

Interactive shared reading is an approach intended to support children's engagement and understanding of stories. These sessions should be planned and include multisensory opportunities for children to interact with a text.

In small groups, children should have the chance to revisit and hear the same story on several occasions. Adults should use think alouds and effective questions to encourage thinking and conversation whilst remembering to follow the child's lead to enable sustained interactions.

Through interactive shared reading children will develop awareness of book handling skills and concepts of print whilst exploring story elements and story structure to support their comprehension.



First read strategies and approaches

Purpose: To introduce the book and enable children to hear the whole story. Conversations should not affect the story's 'flow'.

Before reading:

- You may wish to draw children's attention to **some key features** of the book e.g., title, author, illustrator, front/back cover, blurb.
"Let's read the blurb. What does it tell us about the story?"
- Use the front cover/title to encourage children to make predictions about the book.
"Tell me about the front cover. What do you see?"
"What do you think the story might be about?"
- Children may be able to identify who the main character might be, the problem that may arise or the setting of the story e.g.,
"I am trying to visualise where this story might take place, I wonder if anyone else can..."
- To reinforce book handling skills you may wish to point to the word where you will start reading.

During reading:

Flow of story

- Read aloud to group (use comments and questions at natural breaks)
- Trace finger under some words
- Shorter conversations
- Encourage predictions *"I'm wondering about..."*
- Emphasise new vocabulary

After reading:

Develop Understanding

- Talk about the book using story elements (character, setting, problem, actions, resolution) and story structure (beginning, middle and end).
- Ask 'why' questions - Who (character)? Where (setting)? What (action/**big problem/resolution**)? Why (explaining/understanding)? E.g.,
"I'm trying to understand why (insert scenario) happened?"
"I'm wondering why (insert character's name) did that?"
- Leave a copy of text in library with story props to reinforce the story.

Interactive Shared Reading 2

Subsequent reads strategies and approaches

Purpose: To develop comprehension and extend thinking skills by engaging children in longer conversations.

Before reading:

Prior knowledge

- Recap story elements from last session and discuss any new vocabulary.
- To reinforce book handling skills you may wish to point to the word where you will start reading.

During reading:

Comprehension

- Ask more questions to develop understanding.
- Use think alouds **followed by** questions e.g.
"I'm wondering if..."
"What would you..."
- Strive for 5 turns in conversations. Discuss characters' thoughts and feelings, refer to illustrations to provide clues for children.
- Encourage children to make connections with the story and their own experiences, thoughts and feelings e.g.,
"What does this story remind you of?"
"Has anything in the story ever happened to you? Would you like to share it?"
"What might you have done in _____'s situation?"
- Use 'shooting for the SSTARS' to make words 'sparkle'.

After reading:

Develop thinking

- Have conversations about the **resolution** to the **problem**. Continue to ask **why** questions e.g.,
"What do you think about...? Why?"
- Encourage children to explore characters' **thoughts** and **feelings**, imagine and project e.g.,
"What would you say if you were...? Why?"
"Why do you think the character has been drawn like this?"
- Ask about secondary characters' thoughts and feelings, encouraging children to explain their ideas.

Final read strategies and approaches

Purpose: To help children retell or read the story using illustrations and/or props as an aid.

Before reading:

Prior knowledge

- Ask children to recall the title, characters and setting and ask about the big problem in the story.
- Review any new 'sparkle words'.
- Explain that the children are going to 'read' the story. You won't read all the text, just the parts of it that children need help with.

During reading:

Encourage details

- Support children to retell the story (events, reasons why, thoughts, feelings) with think alouds, question prompts and illustrations/props e.g.,
"What happened on this page?" "What's happening here?"
"Why did this happen?" "What is she thinking/feeling here?"
"What will he do next?"
- Encourage use of details – names, objects, feelings and reasons.
- Observe and encourage children to use new 'sparkle words'.
- Reread parts of the text if needed to secure understanding.

After reading:

Encourage thinking

- Develop conversations by following the children's lead.
- Continue to expand understanding by asking children to make connections, use their imagination (e.g., alternative ending) and make predictions e.g.,
"Think of a time when you... What would have happened if you..."
- Encourage all children to contribute by striving for five interactions. Invite children to comment on others children's suggestions.

Story Elements

For children to comprehend a story it is essential for them to understand the key story elements; character, actions, setting, problem, and resolution. Exploring these elements with children encourages them to look more closely at a story in order to recall, retell, analyse and evaluate the text. Using the story elements approach during interactive shared reading sessions will support children becoming more engaged with the story.

Characters – what we learn about the characters personalities and how they think and feel

Actions – consequences of a characters' actions and how this builds excitement

Setting – identify and describe setting

Problem – support children to identify the problem and motivate them to think how the problem could be resolved

Resolution – how the problem/situation comes to an end.

Engaging in extended conversations can help children learn about story elements. There are five strategies which can be used to highlight story elements during read alouds:

- Use think alouds to model searching for meaning that is not explicitly stated in the text e.g., "I am wondering why..." "I am thinking that..."
- Use effective questioning relating to the 'story elements' to deepen children's understanding of the story e.g., "Why did ___ do that?" "What is happening now?" "How does ___ solve their problem?"
- Encourage children to explain or expand on their comments or responses. Probing questions help children to clarify their thinking e.g., "Why do you think that?" "What made you say that?"
- If children appear to be having difficulty understanding part of the story reread that part again e.g., "Let's read that page again, it might help us understand what has happened in the story."
- Use visual supports to aide children's understanding e.g., look at the illustrations, use props to retell the story and facial expressions, gestures and actions to reinforce what is happening in the text.

Effective Questioning and Think Alouds

Using questions can support children to turn take and continue a conversation however, we must be mindful of over questioning children. Using questions that are sincere and genuine, follow the child's interest and encourage children to think and give their opinions are essential in achieving extended conversations.

Continue the conversation with:

- Comments that build on the child's interest (often followed by a question)
- Questions that:
 - Match the child's language stage
 - Ask about the child's focus or interest
 - Stimulate children's creative thinking - use of open ended and higher order questions
 - Show your interest
 - Request information you don't know
 - Use alternatives to questions e.g., recap, clarify ideas, offer suggestions/alternatives, share personal experience

Avoid stopping the conversation with:

- Questions that are:
 - Too complex
 - Too simple or concrete
 - Intended to test the child's knowledge,
 - Rhetorical and don't really require a response

When adults use think alouds they are modelling putting their thoughts into words. This approach can be particularly useful when engaging in interactive share reading as adults can model searching for deeper meaning from what is explicitly stated in a text e.g., "I wonder what this book is going to be about? I am going to look at the front cover to find clues to help me predict what the story will be about."

Questions stems to support the use of HOTS questioning is available on the LEL blog – Literacy for All Year 2.

Story Mapping

What is story mapping?

Story Mapping is a way to illustrate the settings, characters and sequence of events from familiar stories. This strategy can be used to support and scaffold children's retelling of stories and the creation of their own storylines. It can also be used to support children's 'story writing' through involving them in the creation of the story map, by adding their own drawings, marks and 'writing'.

Why is story mapping important?

Story mapping is an important strategy as it allows a child to picture the characters, events and settings when retelling or creating stories. This strategy supports children to understand storylines, organise their thoughts and sequence events. It also develops children's knowledge of story elements and gives them the opportunity to begin using sequential language to describe and retell familiar stories.

Creating story maps

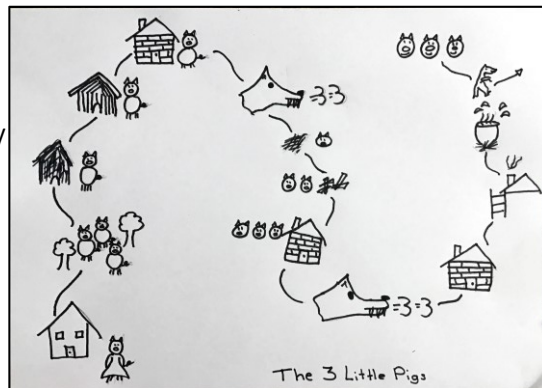
It may be beneficial to introduce story mapping by recalling recent events or using non-fiction texts e.g. the lifecycle of a butterfly, to demonstrate the story mapping process.

It is important that children have had a lot of exposure to a text and have had experience of retelling the story through acting out/role play before they can engage in the story mapping process.

When creating story maps or familiar texts it is useful to have the book or story sequence cards alongside the map you are creating, to allow children to reflect back on the characters, settings and sequence of events.

Model creating story maps, thinking aloud as you organise your thoughts and use sequential language. You should also ask questions (e.g., Who?

What? and Where?) to help children recall story elements. You can involve children in creating story maps as a group or individually, encouraging them to share their thoughts through drawing and mark making.



Deconstructed Roleplay

Traditional role play areas are often inspired or themed by adults, meaning they may not be as enabling as once thought. This is because they are based on the prior experience and knowledge of adults and therefore are often more adult-led. Children may not have experienced visiting a beach or a vet, which can limit their imagination as they do not have the real-life experience to draw upon during their play.

Deconstructed role play is an approach that allows children to fully engage in the experience of role play without a limit on their imagination. It creates an environment that is rich in language learning with children interacting with one another, sharing ideas and developing their own play scenarios. This enables children to create and investigate role play scenarios that are relevant and interesting to them, allowing them to make sense of the world around them.

How to create a deconstructed role play area

Identify a space and fill it with open-ended resources with potential for the development of imagination and creativity, with adult support, such as; cardboard boxes/tubes, crates, large sheets/fabrics, string/pegs/ sticky tape etc. Children can use these resources to create their own role play spaces and resources. Ensure there are mark making materials available to encourage children to incorporate marks, signs and labels into their creations. The space can change almost by the minute depending on who is playing in it, and there can often multiple role play scenarios happening at once based on what the children want to play.



For more detailed notes on deconstructed role play please see the handout available on the LEL blog – Literacy for All Year 2.

Story Acting

When adults model telling stories they support children in becoming aware of story structure/sequence and using their imagination to create characters and interesting storylines. Hearing adults share stories regularly helps to create a culture of storytelling and inspires children to tell their own stories. At the heart of story acting is story telling, where adults listen to children and children listen to adults and their peers. Story acting is a strategy that promotes the development of children's language and communication, creativity and social and emotional skills.

To introduce children to the routines of story acting you can begin by acting out familiar stories using illustrations to support children's recall of events, characters and actions. Providing a marked-out stage area is an important step in the story acting experience. As children sit around the perimeter of the stage they will be invited to step onto the stage and act out a character from the familiar story.

Children then progress from acting out familiar stories to acting out their own stories, which may be imaginative or a recount of personal experience. It is important that adults model storytelling to scaffold and inspire children to tell their own stories. Your oral storytelling may centre around personal experiences, traditional tales, recounting a shared experience with the children or inventing your own imaginative story.

Invite and encourage children to become storytellers.

Story acting has 3 defined stages:

1. Story scribing – adults listen carefully to the words of the child and scribe them word for word, reading them back to the child as you write.

Expectations about children's oral storytelling:

- Approx. 3 years old – they appear to jump from one event to another e.g., "I went to the park. I ate breakfast. James came to play."
- Approx. 4 years old – often tell chronologies with no clear beginning or end e.g., "I had an apple for breakfast, and then I went to the park, and then I went home, and then James came to play."
- Approx. 5-6 years old – begin telling narratives with beginning, middle and end, usually with a problem that is solved.

2. Retelling the child's story – read the story back to child, identifying which character they would like to 'act out' and seeking clarification of any details essential for the story acting stage e.g., how a character moves, what a character says.

3. Acting out the child's story – invite a small group of children to sit around the stage. Read aloud the child's story inviting characters onto the stage. Prompt and guide children how to 'act' out a character but refrain from directing them.

For more detailed notes on each of these stages please see the handout available on the LEL blog – Literacy for All Year 2.